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est class as the First Grade Class, or Form, and so on with 2, 3, 4, 5, etc.; and assuming always that the highest class in any reasonable secondary school, is the one closely articulated with the Freshman Class of a reasonable college, it would be easy to adopt this system in nearly all the schools considered in this enquiry.

Roxbury could go on as at present; St. Paul's, reverse; Lawrenceville, use numbers to include even the Shell. The two Phillips—of all schools the ones that are expected to agree in matters like this—could employ four; while schools, like the Adelphi and Packer, organized to include Grammar and Primary Classes, could go on as far as necessary without obscuring the definition of the four or five upper years, where the need of accuracy is now so great. Recognizing the fact that systems of education begin properly at the top (the University) and not at the bottom, the logic of this arrangement may be better seen. And it has the advantage of possible extension from one to ten or twelve, as circumstances require. To some extent it follows the German Gymnasium plan—in the use of which there is almost absolute accuracy and uniformity—but it is an improvement on the German, in having no divided upper classes.

That uniformity in the nomenclature of our classes is desirable, will hardly be denied; and at the beginning of a great readjustment of secondary curricula, such a reform would be opportune and easy. It involves no violence to any dear traditions; no changes in essentials; no disarrangement of classes; but requires the mere adoption of names by which, as in any science, men may quickly and accurately compare, classify and extend their knowledge.

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WHY NOT MORE STATE AID TO ACADEMIES IN NEW YORK STATE?

There has been an unexampled growth in the number of schools, and the number of students sharing in the literature fund. As a result each year the schools have received less and

less of what they should naturally expect. New York can well afford to make up each year any deficiency caused by the success of our secondary schools. Four-fifths of the teachers of the State go through them, and when New York is giving \$5,000,000 for the common school department, and so large a sum for the training of teachers in normal schools, it obviously ought to encourage the secondary schools in their great work of educating those who are to be our teachers in most cases.

The following act has been introduced in the Legislature, and fortunately seems in a fair way to become a law. It certainly will have the approval of all who understand the best interests of our school system.

The people of the State of New York, represented in Senate and Assembly, do enact as follows :

§ 1. \$25,000, or so much thereof as may be necessary, is hereby appropriated from any money in the treasury not otherwise appropriated, to enable the Comptroller to pay to each academic department of a union school, or other institution entitled to share in the annual apportionment of the literature fund, whatever sum was deducted in the recent apportionment from the amount the school should have received under the rules for apportionment had the available funds not been exhausted because of the growth in the number of schools and increase in the number of pupils entitled to be counted in such apportionment.

§ 2. In addition to the amount now apportioned to academic schools, in accordance with the laws of 1892, chapter 378, § 26, there shall be paid each year \$100 to each school of academic grade certified to the Comptroller by the Regents of the University as having complied with all laws and ordinances during the preceding academic year, and as being entitled to share in the academic fund, and there shall be added each year to the appropriation required by law to be made for the academic fund, such sum as the Comptroller shall report as necessary to carry out the provisions of this act, and to make up any deficiency in the income of the literature fund, so that each school may receive the full amount to which it is entitled by the University ordinances, notwithstanding any increase in the number of schools or pupils to which such apportionment must be made.

§ 3. This act shall take effect immediately.